

Enduring Understandings

(Based on National Foreign Language Standards)

- Effective communication requires knowing how when and why to say what to whom.
- Global citizenship requires an ability to communicate in more than one language.
- An ability to communicate in another language fosters a better understanding of my own language and culture.
- Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture.
- Learning other languages enables an individual to participate in multilingual communities.
- The purpose of language study is to communicate so I can understand others and they can understand me.
- The study of a foreign language develops insights into the nature of language and culture.
- Custom and tradition vary within a culture, as well as between cultures.

Essential Questions

(related to 5Cs)

- What does it mean to communicate effectively?
- How do I develop proficiency in a second language?
- What is culture? How can I develop a multi-cultural perspective?
- Why do I value the ability to communicate in a second language?
- What self-knowledge am I acquiring as I study another language and its cultures?

Understandings/Essential Questions
 Communication * Cultures * Connections *
 Comparisons * Communities

AP Themes
 Global Challenges * Science and Technology * Contemporary
 Life * Personal and Public Identities * Families and
 Communities * Beauty and Aesthetics

Topics

• Consumerism	• Friendship	• Integration
• Conflict and Cooperation	• Life Skills	• Responsibility
• Human Rights	• Exploration	• Community Development
• Gender Issues	• Balance of Life	• Change
• Poverty	• A Healthy Lifestyle	• Liberty / Freedom
• Quality of Life	• Memories	• Wants vs. Needs
• Aging	• Immigration	

Branches – Text Type
 (Words/Sentences/Paragraphs)

Leaves – Grammar

Trunk – Functions

Roots – Context and Content
 (Themes/Topics)

analogy: Chantal Thompson

Language Function & Structure

• Agreeing and disagreeing	• Explaining
• Apologizing	• Expressing obligation
• Asking for assistance	• Hypothesizing
• Asking for permission	• Identifying
• Classifying	• Inferring
• Commanding	• Planning and predicting
• Comparing	• Refusing
• Criticizing	• Sequencing
• Denying	• Suggesting
• Describing	• Warning
• Enquiring/questioning	• Wishing and hoping
• Expressing likes and dislikes	

Language Functions

Interpersonal

- Describe people, places, things
- Ask and respond to questions
- Express feelings and emotions
- Express wants and needs
- Expressing preferences and opinions
- Telling or retelling stories
- Exchange opinions
- Give and follow directions or instructions

Interpretive

- Understand authentic written materials on a variety of topics
- Understand spoken language on a variety of topics

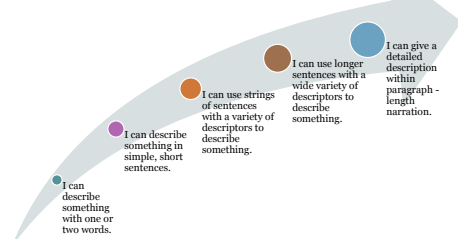
Presentational

- Write/present narratives/descriptions
- Write/present summaries of a factual nature
- Meet practical writing needs – messages, letters, notes, requests for information, forms and documents

Concordia Language Villages - Global Self-Assessment Grid

	SURVIVING			EXPLORING		
	Low	Mid	High	Low	Mid	High
INTERPERSONAL Communicative Competence	I can exchange greetings, identify myself, name a time, place, and I can respond to simple questions.	I can participate in a simple conversation about familiar topics and I can ask and answer simple questions about people, places, and things.	I can participate in a conversation about familiar topics and I can ask and answer simple questions about people, places, and things.	I can ask and answer simple questions about familiar topics and I can participate in a conversation about familiar topics.	I can participate in a conversation about familiar topics and I can ask and answer simple questions about people, places, and things.	I can ask and answer simple questions about familiar topics and I can participate in a conversation about familiar topics.
INTERPRETIVE Listening	I can understand greetings and how to respond to them.	I can understand words and phrases on very familiar topics.	I can understand statements and questions on familiar topics.	I can understand the main idea and some supporting details of a conversation on familiar topics.	I can understand the main idea and some supporting details of a conversation on familiar topics.	I can understand the main idea and some supporting details of a conversation on familiar topics.
INTERPRETIVE Reading	I can understand very simple texts of the everyday.	I can understand the main idea and some supporting details of a text on familiar topics.	I can understand the main idea and some supporting details of a text on familiar topics.	I can understand the main idea and some supporting details of a text on familiar topics.	I can understand the main idea and some supporting details of a text on familiar topics.	I can understand the main idea and some supporting details of a text on familiar topics.
INTERPERSONAL Speaking	I can use short, memorized phrases to greet and respond to simple questions.	I can use simple phrases and sentences to greet and respond to simple questions.	I can use simple phrases and sentences to greet and respond to simple questions.	I can use a variety of phrases and sentences to greet and respond to simple questions.	I can use a variety of phrases and sentences to greet and respond to simple questions.	I can use a variety of phrases and sentences to greet and respond to simple questions.
INTERPERSONAL Writing	I can write short notes that I have learned.	I can write short notes that I have learned.	I can write short notes that I have learned.	I can write short notes that I have learned.	I can write short notes that I have learned.	I can write short notes that I have learned.

Describe people, places and things



D. Clementi

Immersion Unit Plan
Ecosystems - Life Science 4th grade

Content Goals



Students will demonstrate understanding that:

- plants are the primary source of matter and energy entering most food chains.
- producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.
- decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals
- ecosystems can be characterized by their living and nonliving components

Content-Obligatory Language	Content-Compatible Language	Literacy in Spanish and English
energy, photosynthesis, carbon dioxide, food chain, food web, producer, consumer, decomposer, ecosystem, herbivore, carnivore, omnivore, energy pyramid, animal, plant, sunlight, water, grass, meat, to eat, to live, to die	prairie animals, insects, mushrooms, living things, spread (reach), produce (make), via (through), fertilize (enrich the soil), link (connect), consist of (made up of)	state actions in active voice state actions in passive voice and use auxiliary verb in forming passive verbs use compound sentences using coordinate conjunctions

Adapted from Yamakawa, Putting the Pieces Together
The Bridge ACIE Newsletter, Feb. 2010
http://www.carla.uconn.edu/immersion/ACIE_features.html

Assessment vs. Evaluation

Formative vs. Summative

Backward Design requires you to:

1. Identify desired results

2. Determine acceptable evidence of learning

Then, and only then

3. Plan learning experiences & instruction

Balanced Assessment

Learning Checks

Did students learn what was taught?

Formative Assessment

Can students apply or manipulate what they have learned?

Summative Assessment

What have students truly acquired?

Three Modes of Communication



Interpretive



Presentational

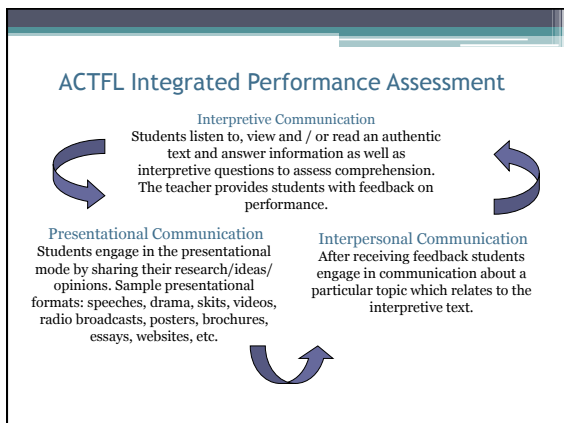


Interpersonal

The Trifecta

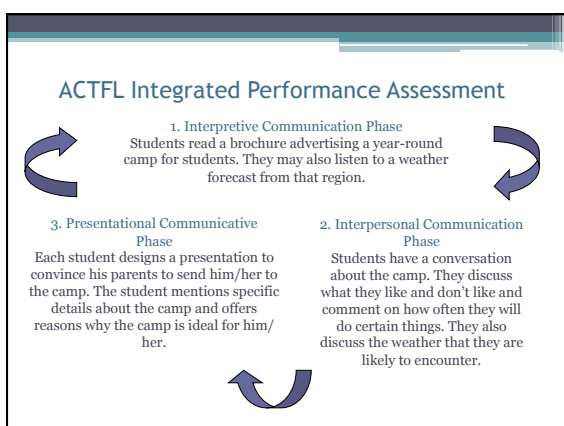
Students use all 3 modes of communication in any activity.

- | | |
|------------------|---|
| Interpretive — | They read, listen to and/or view information about the topic. |
| Interpersonal — | They talk with others about the topic in meaningful ways. |
| Presentational — | They have the opportunity to share what they have learned through writing or speaking with an audience. |



French AP - 2012

- **Section 1 (Interpretive Communication), 50% of exam score**
Multiple Choice: 65 items in 9 sets
(4 reading sets, 2 sets that combine reading and listening, 3 listening sets)
- **Section 2 (Interpersonal and Presentational Communication), 50% of exam score**
Free Response: 4 items
- **Interpersonal Writing**
 - Students read a message and write a reply in which they respond to requests or questions posed in the message; they also ask for details about something mentioned in the message.
- **Presentational Writing**
 - Students write a persuasive essay on a specific topic. In the essay, they present the viewpoints expressed in a print source and an audio source, and they state and support their own viewpoint on the topic. Students also cite information from a third source (e.g., a chart, map, or table) to support the response.
- **Interpersonal Speaking**
 - Students participate in a simulated conversation (topic and situation are defined) by following an outline of five exchanges (also provided). 5 responses x 20 seconds each.
- **Presentational Speaking**
 - Students plan and give a two-minute oral presentation on a specific topic related to one of the six course themes. In the presentation, students first use *description* and *narration* to talk about their own experiences concerning the topic. Then, students make a *comparison* to something they've learned about the French-speaking world in relation to the topic. There is no source material for this task; students may cite examples from class readings or discussions, personal observations or life experiences, etc.



ACTFL Integrated Performance Assessment

1. Interpretive Communication Phase

Students will read a literary work that highlights the importance of building relationships. They will also watch a video clip that illustrates how friendships build over time. They will complete a graphic organizer that categorizes the traits of good relationships and requires analysis of possible problems and proposed solutions.

3. Presentational Communicative Phase

Working in small groups students will design a survey that will be administered to all students who speak the target language in the school. The survey will seek input on an issue in the school or community that has been identified by the group. The group will present their findings, identify the key elements of conflict and propose solutions to the conflict or issue.

2. Interpersonal Communication Phase

Students will role play a situation where they are good friends who normally get along very well. A complication will be introduced and the students must negotiate their differences and seek resolution.

ACTFL Integrated Performance Assessment

1. Interpretive Communication Phase

Read and listen to information on 2 endangered species. Complete a graphic organizer on each animal.

3. Presentational Communicative Phase

Narrate the story of one particular animal and create a multimedia public service announcement or advertisement to call attention to the plight of that endangered species.

2. Interpersonal Communication Phase

Imagine a conversation that might take place between the 2 different endangered species. Identify and describe "yourself", comment on where you live, what the weather is like and comment on what you need to survive.

A House in Spain

Intermediate-Low - Interpretive

Description of task: After searching the internet for real estate ads for houses and apartments to rent or buy in Spain, you find a few places that look interesting. In order to present the information to your family, you scan the ads carefully and jot down important information.

1. Organize the information by filling in a chart about each property.
2. Compare your residence to one of the Spanish residences.
3. Some of the words were unfamiliar. You make guesses about the meaning and explain your reasoning.
4. Answer the following questions by providing as many reasons as you can. Your responses may be in English.

Adapted from THE KEYS to the Classroom, ACTFL.

A House in Spain

Intermediate-Low - Interpersonal

Description of task: Your mother asks you to speak with a real estate agent in Spain concerning housing for your family. You place the call and have a conversation about possible locations, the advantages of renting or buying a place, whether to look for an apartment or house, and the rooms and amenities your family requires. Before ending the conversation, make sure you give the agent your contact information.

Adapted from THE KEYS to the Classroom, ACTFL

A House in Spain

Intermediate-Low - Presentational

Description of task: Your family has arrived in Spain. Your parents are meeting with a decorator and need your help once again. You write a detailed description of your family members' likes and dislikes, the furniture you want and need in each room, and make suggestions about furniture and accessories for the house. You even draw a layout of the house and label the items you want in each room.

Adapted from THE KEYS to the Classroom, ACTFL

Writing Performance

	0-3	4	6	7	8	9	10
Content	completes only part of the task, minimal detail	completes only part of the task, minimal detail	completes task; a few supporting details	completes task; a few supporting details	completes task; a few supporting details	completes task; a few supporting details	completes task; a few supporting details
Comprehensibility	reader can understand little of what the writer tries to communicate	reader can understand less than half of what the writer tries to communicate	reader can understand some of what the writer tries to communicate	reader can understand most of what the writer tries to communicate	reader can understand most of what the writer tries to communicate	reader can understand most of what the writer tries to communicate	reader can understand all of what the writer tries to communicate
Accuracy	writer makes so many errors that communication is lost	writer makes a significant number of errors in language usage	writer has some problems with language usage	writer usually uses grammar, spelling, word order, and punctuation correctly	writer usually uses grammar, spelling, word order, and punctuation correctly	writer usually uses grammar, spelling, word order, and punctuation correctly	writer uses grammar, spelling, word order, and punctuation correctly
Organization	presentation shows no evidence of planning and organization	presentation lacks logical order and organization	presentation is occasionally logical or confusing	presentation is generally logical and effective with a few minor problems	presentation is generally logical and effective with a few minor problems	presentation is generally logical and effective with a few minor problems	presentation is logical and effective, shows skill and effort
Style	has simplistic sentence structure	has simplistic sentence structure, little or no use of connectors	has some variety in sentence structure, few connectors used	sentences are clear and varied in structure; some connectors used	sentences are clear and varied in structure; some connectors used	sentences are clear and varied in structure; some connectors used	sentences are clear and varied in structure; uses a variety of connectors

Developed by Parkway School District

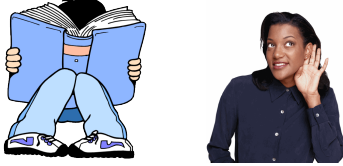
Presentational Proficiency Scale			
	4	3	2
Vocabulary Use	make excellent use of vocabulary from a variety of topics; use sequencing and transition words to connect thoughts	make excellent use of vocabulary from a variety of topics with limited use of sequencing and transition words	make excellent use of new vocabulary and use vocabulary from multiple topics; elaborate to complete task
Sentence Type	create with language using strings of sentences	consistently create with language using simple sentences	use lists, learned phrases and simple sentences; use a few sequencing and/or transitional words
Language Control/Accuracy	begin to self-correct language production; apply familiar structures to new situations; control one time frame and begin to control another	take risks with language that may result in increased errors; begin to apply familiar structures to new situations; begin to control one time frame	is most accurate when communicating about familiar topics using memorized phrases; demonstrate level appropriate control of taught structures with no pattern of errors, but accuracy decreases when trying to express own meaning
Comprehensibility	present with sufficient accuracy that message is understood by readers/listeners	is understood; errors do not affect comprehension by sympathetic readers/listeners	is generally understood by natives used to interacting with language learners; errors do not affect comprehension by sympathetic readers/listeners

Speaking Performance Rubric					
	0-3	4	6	7	8-10
Task Completion / Vocabulary	does not complete the task; lacks vocabulary to complete the task	partial completion of the task; minimal use of new vocabulary	completes task with adequate responses; minimal use of new vocabulary	completes task with developed responses; good use of new vocabulary	elaborates to complete task; excellent use of new vocabulary
Fluency	speech is halting; several incomplete thoughts	speech is slow; few incomplete thoughts	hesitations occur; complete thoughts	hesitations occur but seem natural; complete thoughts	speech is continuous; complete thoughts
Accuracy	frequent errors in studied structures; does not communicate	frequent errors in studied structures; meaning is distorted	some errors in studied structures; meaning is clear	good control of studied structures; communicates well	solid control of studied structures; communicates well
Pronunciation	frequent errors; difficult to understand; impedes communication	errors lead to problems with communication	occasional errors lead to occasional misunderstandings	minor errors do not prevent communication	errors occur, but easily understood by native speakers
Comprehension	response shows minimal or no understanding even with repetition or rephrasing	response shows some understanding with frequent repetition or rephrasing	response shows some understanding with occasional repetition or rephrasing	response shows understanding with minor repetition or rephrasing	response shows understanding without repetition or rephrasing

Interpersonal Proficiency Scale			
	4	3	2
Vocabulary Use	elaborate using vocabulary from a variety of topics; use false cognates or resort to their native language when attempting to communicate beyond the scope of familiar topics	make excellent use of vocabulary from a variety of topics; use common idiomatic expressions	make excellent use of vocabulary; vocabulary from multiple groups; elaborate to complete task
Sentence Type	creates with language using strings of sentences	consistently create with language using simple sentences	begin to create with language using simple sentences, isolated words and memorized phrases
Language Control/Accuracy	begin to self-correct language production; apply familiar structures to new situations; begin to control one time frame	take risks with language that may result in increased errors; begin to apply familiar structures to new situations	be most accurate when communicating about familiar topics using memorized phrases; demonstrate level appropriate control of taught structures with no pattern of errors, but accuracy decreases when trying to create own meaning
Comprehensibility	be understood by native speakers accustomed to interacting with language learners; errors do not affect comprehension	be understood by sympathetic listeners; errors do not affect comprehension	be generally understood by sympathetic listeners used to interacting with language learners; errors do not affect comprehension
Comprehension	comprehend general message and some detail when dealing with unfamiliar topics; generally comprehend language supported by situational context	comprehends general message without visuals and/or gestures	comprehend general message when objects visual and gestures are used
Communication Strategies/Fluency	use paraphrasing, circumlocution and other strategies to avoid a breakdown in communication	initiate basic questions that extend the conversation; attempt to self-correct for meaning when communication breaks down	respond to basic, direct questions and ask questions to extend the conversation; hesitations occur but seem natural
Cultural Awareness	use and understand culturally appropriate vocabulary and idiomatic expressions; use gestures and body language of the target culture	use and/or understand some culturally appropriate vocabulary and idioms; use some appropriate gestures and body language of the target culture	use and/or understand some culturally appropriate vocabulary and idioms; use some appropriate gestures and body language when part of a memorized response

Three Modes of Communication

Interpretive

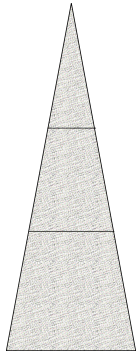


Traditional Format

Reading assignment given

Independent reading

Discussion to see if students learned main concepts, what they "should have" learned



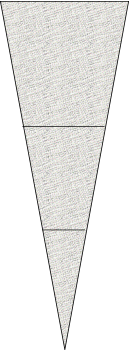
Adapted from McREL blackline masters

The Blurvle Ceremony

The axtlzbn is worn primarily by meebbs for the blurvle ceremony each kipto. It consists of a wlomb made of cygde and tied with a qorf. It is decorated with many hujas.

1. Describe the axtlzbn.
2. Who wears an axtlzbn?
3. What ceremony is it for?
4. Fill in the blanks: The _____ is worn by _____ for the _____.

Strategic Format




Prereading activities:
Discussion
Predictions
Questioning
Brainstorming
Setting Purpose

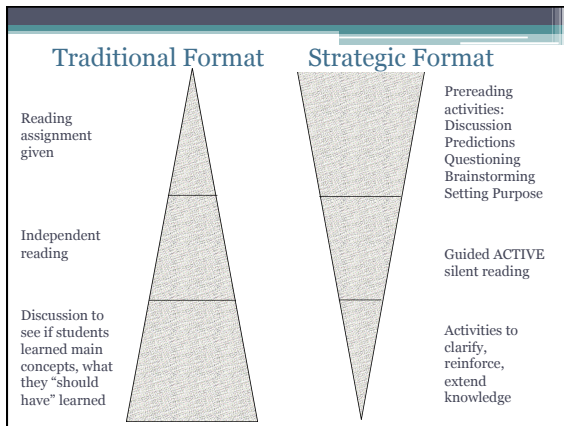
Guided ACTIVE
silent reading

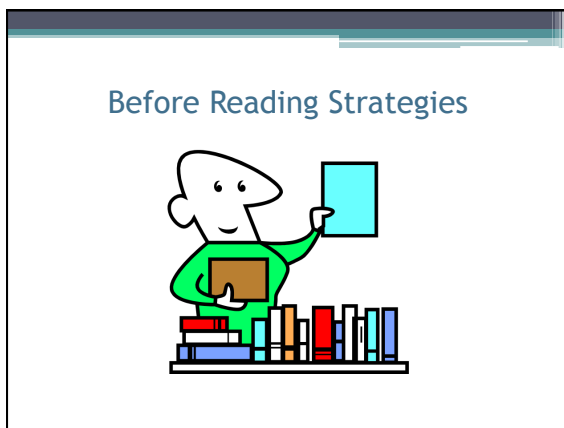
Activities to clarify,
reinforce, extend
knowledge

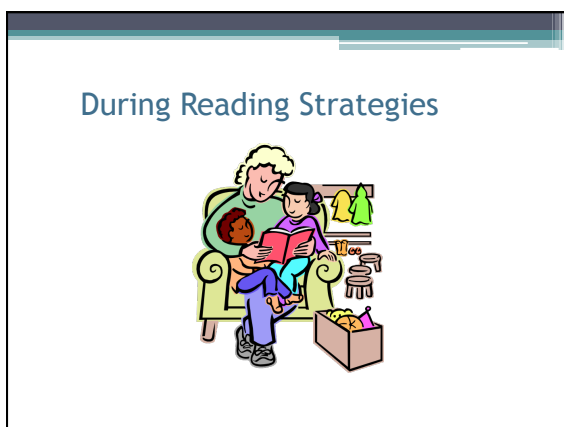
It is really quite simple. First you arrange things into different groups. Of course, one group may be sufficient depending on how much there is to do. It is important not to overdo things. That is, it is better to do too few things than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive. At first the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity of it. After the procedure is completed one arranges the materials into different groups again. Then the groups can be placed in their appropriate places. Eventually, they will be used once more and the whole cycle will then have to be repeated.



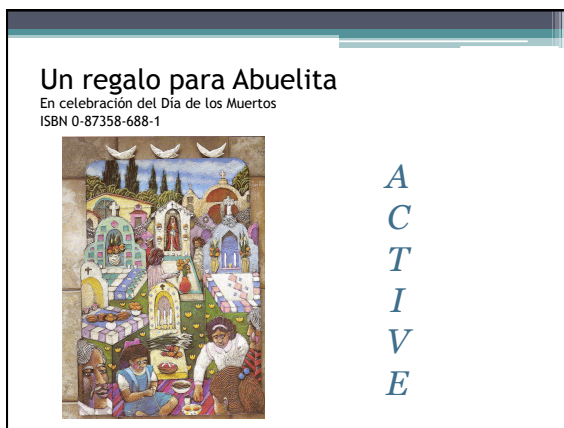
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A.C.T.I.V.E.

Ask Questions

Who?	What?	When?
Where?	Why?	Which would?
If....then?	Who can?	How did?

Thick questions vs. thin questions

A.C.T.I.V.E.**Ask Questions**

Abuelita scolded the day she discovered Rosita pulling up plants in the garden.

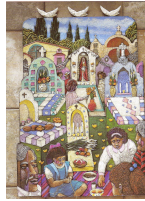
"I'm weeding!" protested Rosita.

"Those are not weeds!" replied Abuelita. She showed Rosita what to pull and what to save. "These plants are chiles. We will harvest them together. This year you can help me make salsa."

Rosita was pleased. She liked helping her grandmother cook.

A.C.T.I.V.E.**Connect:**

- Text-to-self
- Text-to-text
- Text-to-world



Read aloud a short text and think aloud your comments.

Interesting idea	I'm confused
I disagree	Important idea
I remember	I'm surprised
I wonder	

A.C.T.I.V.E.**Connect:**

- Text-to-self
- Text-to-text
- Text-to-world

Then Abuelita got sick. Soon she was too weak to work in the garden. Rosita sat by her grandmother's bed, braiding and telling her stories. "The chiles are fat now," she told Abuelita. "When you are well, we will pick them together."

But before the chiles could ripen, Abuelita died.

Rosita missed her very much. She missed the soap scent of Abuelita's everyday dress and the pla-pla-pla of her hands shaping dough for tortillas. She missed the strong warmth of her grandmother's arms. She wanted to hear Abuelita's voice whisper "good night."

A.C.T.I.V.E

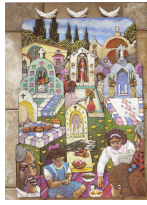
Track Down

Determine the most important ideas and themes.

Word level - pick out the words that carry the meaning of the sentence

Sentence level - pick out key sentences

Text level - pick out key ideas, concepts and themes



A.C.T.I.V.E

Track Down

"We need Abuelita here," Rosita told Abeulo in October. Her grandfather nodded. His brown eyes glistened.

"Yes," he said. "I miss her too. You can show Abuelita how much you miss her, *mija*. Make her a gift for when she visits us on the Day of the Dead."

On the Day of the Dead, families remember the people they love who have died. Each family makes an *ofrenda* at an altar to welcome the dead. Everybody make gifts for the altar.

A.C.T.I.V.E.

Making Inferences

Make inferences by creating personal meaning or by creating a meaning that is not stated explicitly.

Good readers use their prior knowledge and information from the text to draw conclusions, make judgments and predictions, and form interpretations about what they are reading. Allow great latitude for inferences provided that the reader can defend his or her inferences with a description of relevant, prior knowledge and specific text.



A.C.T.I.V.E**Making Inferences**

Rosita remembered something she knew how to do. She asked Abuelo for three long strands of yarn. Then she sat near his loom in the courtyard and started to braid.

She braided the following morning as well, when her family went to the market. They sold some flowers and bought candles and incense, apples and bread of the dead.

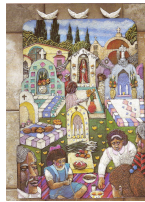
"What a beautiful braid!" said the woman who sold them the bread.

"*Gracias*, but it isn't finished yet," said Rosita.

All the way home on the bus, Rosita worked on her braid. The cord reached from the tips of her fingers past her elbows.

A.C.T.I.V.E**Visualizing**

Create visual and other sensory images during and after reading.



Ask students to read, discuss and then draw what they see happening in the text. Drawings can be done on transparencies and shared with the class. Students might also be asked to select a song that relates to the text.

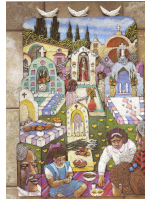
A.C.T.I.V.E**Visualizing**

As twilight deepened, she finished her braid. It was as tall as she was. Rosita sat by her grandmother's grave, stroking the cord with her fingers. In it, she had braided the things she remembered: the scent of her grandmother's dress, the pla-pla-pla of her hands on the tortillas, her songs and her scolding, her tales and the taste of her salsa.

Closing her eyes, Rosita began to feel warm, as if she were safe in her grandmother's arms. Soft wings brushed her face like a kiss. Then in her heart, a husky voice whispered, *Buenas noches, Rosita*.

A.C.T.I.V.E**Eureka!**

Retell or synthesize what has been read.



Good readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text patterns such as description, chronology, cause and effect, comparison/contrast, and problem/solution in nonfiction. They use their awareness of these elements to make decisions about overall meaning.

R.A.F.T.


Role	Audience	Format	Topic
Rosita	Abuelo	Letter	Why you miss Abuelita so much
Braid	Rosita	Note	How much love you feel in her fingers and questions about why that is so
Newspaper Reporter	Americans who do not understand Day of the Dead	Newspaper Interview	Questions about the day and the items on the altar
?	?	?	?

Teaching Nonfiction Reading

We need to teach students:

- How to use the questions we give them and how to create questions of their own.
- How to use clues an author provides to identify main ideas and supportive details.
- How to successfully summarize and retell the important information both during and after reading.
- How to recognize the most common textual patterns — comparing and contrasting, explaining causes and effects, laying out a sequence of events, describing a process.



Adapted from Discovering Nonfiction: 25 Powerful Teaching Strategies




Juan Ponce de León, the explorer, was born in Valencia, Spain, in 1460. As a teenager he joined Spanish forces that defeated the Moors. In 1493 he accompanied Cristóforo Colombo in his second voyage to America. Later Ponce de León was granted a commission to explore Borinquen. He then set out to colonize the island of San Juan Bautista and build the first settlement called Caparra. He served as first governor from 1509-12. During his term as governor the island's name was changed from San Juan Bautista to Puerto Rico. Ponce de León went on to achieve other accomplishments. His tomb is found at the San Juan Cathedral in Old San Juan. His family estate is the Casa Blanca, another popular tourist site.

<http://www.elboricua.com/BoricuaKids.html>


Read

Cover



Remember



Retell

Proof for / Proof against

Proof For		Proof Against
	Juan Ponce de Leon was born in Puerto Rico.	
	Puerto Rico was the name of the island when Christopher Columbus arrived.	
	Juan Ponce de Leon was very talented.	

Bloom's Choice Board

remembering understanding	applying analyzing	evaluating creating
applying analyzing	evaluating creating	remembering understanding
evaluating creating	remembering understanding	applying analyzing

http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

Literacy Tic-Tac-Toe

Create a scramble board by selecting a key word and connecting as many other words as possible. All words must be relevant to the text.	Construct a graphic organizer that categorizes the main ideas and supporting details. or Develop a bloem describing a character or one that gives the characteristics of a particular item or event. Incorporate information that is significant to the text.	Write a critique or an editorial justifying your opinion using excerpts from the text.
Design a role play that highlights a conflict and attempts to resolve the conflict. or Create a concrete or abstract visual representation of a critical section and write an explanation of your artwork.	Create an advertisement/promotion for the text. Prepare a presentation that seeks to convince others to endorse your ad campaign.	Brainstorm around a word. Create a concept web/map using words and drawings that are relevant to the text.
Explore how the text might be different if you introduced a new character or changed critical facts. Explore what would happen if.....	Create an ABC book review of the text choosing words that begin with each letter of the alphabet. The words that you choose must connect to the text.	Create a flashback from the viewpoint of a character or event in the text. Be sure that the flashback connects to the text and that it enhances the reader's understanding. or Write several questions that would allow you to understand the text better. Be sure that your questions expect others to think in different ways.

INTERPRETIVE TASK COMPREHENSION TEMPLATE NOVICE LEVEL

- Key word recognition** *Note to teacher: List 8 to 10 words.*
Find in the article the word that best expresses the meaning of each of the following English words:
 - 5.
 - 6.
 - 7.
 - 8.
- Important words and phrases** *Note to teacher: Provide 5 correct ideas and 3 distractors.*
First, circle the letter of the ideas mentioned in the article. Then, write the letter of that idea next to where it appears in the text.

A.	E.
B.	F.
C.	G.
D.	H.
- Main Idea(s):**
Using information from the article, provide the main idea of the article in English.

Adapted from ©2003 ACTFL Integrated Performance Assessment Comprehension Guide Template

INTERPRETIVE TASK COMPREHENSION TEMPLATE
INTERMEDIATE LEVEL

- Main idea:**
Using the article, provide the main idea(s) of the article in English.
- Supporting details:** *Note to teacher: Provide 5 correct statements that support the main idea(s) and 3 distractors.*
First, circle the letter of each detail that is mentioned in the article. Then, write the information that is given in the article in the space provided next to the detail below.

A.	E.
B.	F.
C.	G.
D.	H.
- Meaning from context:** *Note to teacher: Provide 3 words that the students are not likely to know, but will be able to understand from the text.*
Based on the article, write what the following 3 words probably mean in English.

1.	2.	3.
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- Inferences:** *Note to teacher: Write 2 open-ended questions – “why do you think that”, “what might be the effect of”, etc. – that require inference on the part of the reader.*
Answer the following by providing as many reasons as you can. Your answers may be in the target language or in English.
 - Question: Use details from the article to support your answer.
 - Question: Explain using details from the article.

INTERPRETIVE TASK COMPREHENSION TEMPLATE
PRE-ADVANCED

- Main idea:**
Using the article, provide the main idea(s) of the article in English.
- Supporting details:** *Note to teacher: Provide 5 correct statements that support the main idea(s) and 3 distractors.*
First, circle the letter of each detail that is mentioned in the article. Then, write the information that is given in the article in the space provided next to the detail below.

A.	E.
B.	F.
C.	G.
D.	H.
- Meaning from context:** *Note to teacher: Provide 3 words that the students are not likely to know, but will be able to understand from the text.*
Based on the article, write what the following 3 words probably mean in English.

1.	2.	3.
----	----	----
- Inferences:** *Note to teacher: Write 2 open-ended questions – “why do you think that”, “what might be the effect of”, etc. – that require inference on the part of the reader.*
Answer the following by providing as many reasons as you can. Your answers may be in the target language or in English.
 - Question: Use details from the article to support your answer.
 - Question: Explain using details from the article.

INTERPRETIVE TASK COMPREHENSION TEMPLATE
PRE-ADVANCED, Cont.

- Author's perspective.** *Note to teacher: Provide one correct answer and two distractors. Possible options may include clinical/scientific, moral/religious, humanistic, factual/historical, comic, etc.)*
Circle the letter of the perspective or point of view you think the author adopted as s/he wrote this article and justify your answer with information from the text.
- Comparing cultural perspectives.** *Note to teacher: Here are possible types of questions: What are the cultural similarities and differences between XXX and XXX? How do the practices/products in the article reflect the target culture perspectives? What did you learn about the target culture from this article? How would this article have been different if it were written for a US audience?*
Answer the following questions in English.
- Personal reaction to the text.** Using specific information from the text, describe your personal reaction to the article. Be sure to provide reasons that support your reaction.
- Organizing principle.** How is this article organized? Circle all that apply.

A. Chronological order	B. Pros and cons	C. Cause/effect
D. Compare/contrast	E. Story telling	F. Problem and solution

Complex Thinking — Simple Language



No soy un abrigo.

Helena Curtain

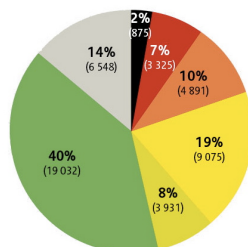
Complex Thinking — Simple Language



Helena Curtain

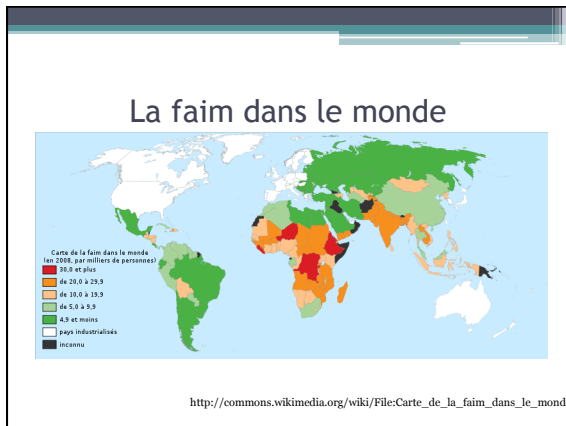
Interpretive with strong visual support

- Données insuffisantes
- Préoccupation mineure
- Quasi menacée
- Vulnérable
- En danger
- En danger critique d'extinction
- Éteinte ou éteinte à l'état sauvage



Pair students - give them a time limit and tell them to make statements or ask each other questions about the document.

<http://www.actu-environnement.com/ae/dossiers/biodiversite-convention-conference-nagoya/biodiversite-graphique.php>



De 1990, 100 millions
d'enfants n'ont pas d'école

l'école pour tous

De 2000, 100 millions
d'enfants n'ont pas d'école primaire

l'école primaire

De 2000, 100 millions
d'enfants n'ont pas d'école primaire

frais scolaires

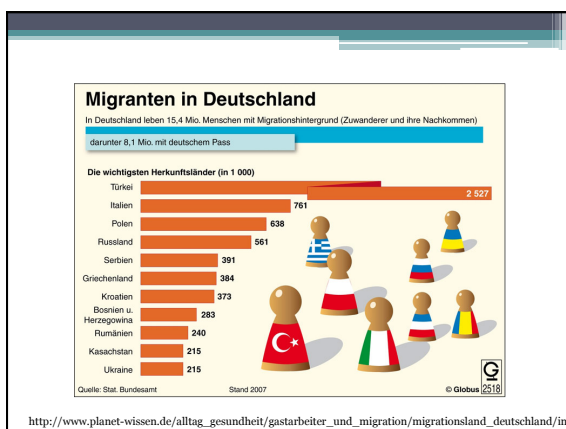
« L'enfant a le droit à l'éducation qui favorise l'épanouissement de sa personnalité et le prépare à sa vie d'adulte. »


L'état doit rendre obligatoire et gratuit l'enseignement primaire, faciliter l'accès à l'enseignement secondaire et supérieur, en fonction des capacités de chacun. »

Article 24, 10
Convention internationale des droits de l'enfant

UNISSONS-NOUS !
Pour assurer l'éducation primaire pour tous, dans le respect des valeurs de chacun et sur la base de l'égalité des chances et des sexes.

Source - UNICEF






Savez-vous vraiment comment sont faits vos souliers de marque Nike?

Des milliers d'enfants travaillent en moyenne 12 heures par jour, jusqu'à sept heures par semaine pour fabriquer les souliers que vous portez. L'entreprise Nike promet que ses produits ne sont plus fabriqués par des enfants. Toutefois, le géant a déjà dû payer 1.5 million \$ pour régler des poursuites pour des publicités mensongères... L'entreprise est critiquée pour les conditions de travail de ses ouvriers dans des usines sous-traitantes d'un peu partout dans le monde, entre autres le Vietnam.....

Mettez-vous à la place de ces enfants : comment vous sentiriez-vous de savoir que tous les efforts que vous faites ne sont pas récompensés? Travailler en moyenne 12 heures par jour, tous les jours de la semaine... Ne pas pouvoir aller à l'école, jouer avec ses amis, se reposer, etc. Mettez-vous à la place de ces enfants qui travaillent sans cesse pour faire ce que vous désirez.

<http://www.info07.com/Opinion-14601>



LA RETRAITE,
vous la voulez :
☐ à 62 ans
☐ à 67 ans
☒ à 60 ans !



Pour lui, l'amour...
Pour moi, la mort !
L'ABANDON TUE
100 000 ANIMAUX PAR AN
























Das Land meiner Vaeter liebe ich mehr
Aber erdulden muss ich die Schmerzen beider



oder



1. _____ die eine spreche ich zu Hause
2. _____ Die andere spreche ich auf der Arbeit
3. _____ Sie verstehen mich so besser
4. _____ Dieses Gesicht kann alles
5. _____ eins in dem ich geboren wurde
6. _____ das andere in dem ich satt werde
7. _____ Das Land meiner Vaeter liebe ich mehr



und Sie?

Ich habe zwei _____.

I have two home countries

I have two languages
the one I speak at home
You understand me better
my wife and my son
The others I talk on the work
while shopping in the foreign registration

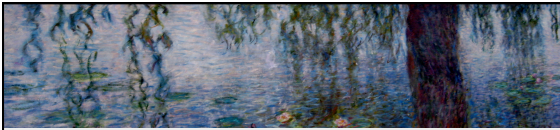
I have two faces
the one I use for the Germans
This face can be anything
Laughter and Tears
The other I think
ready for my countrymen

I have two home countries
one in which I was born
the other in which I am tired
The land of my fathers I love more
But I have to endure the pain of both

Meaning does not arrive because we
have highlighted text or used sticky
notes or answered the comprehension
worksheet.

Meaning arrives because we are
purposefully engaged in thinking while
we read.

- Tovani



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